



Learners hit back at academics' dyslexia claims

Learners at Middlesbrough College have spoken out against calls for the term dyslexia to be scrapped.

Level one cookery and hospitality students Connall Hewitt (pictured), Adam Grainger, both aged 17, and Alex Martin, 16, are all sufferers but benefit from dyslexia services at the college, which is applying for a quality kite mark from the British Dyslexia Association.

Academics from Durham and Yale universities claimed in a new book called The

Dyslexia Debate, that the term covered so many different reading difficulties that it had become meaningless.

Connall said: "It's the term doctors and teachers use when they identify the problem so why would anyone want to scrap it?"

See feweek.co.uk for an expert piece by Catherine Davidson, dyslexia support coordinator at Middlesbrough College.

See Catherine Davidson's expert piece on page 14

Feltag and Beyond supplement



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Traineeship figures 'deeply disappointing'

@RebeccaKCooney

rebecca.cooney@feweek.co.uk

Figures showing that an average of just 127 people started on the government's new youth unemployment traineeship scheme every week have been described as "deeply disappointing".

Shadow Junior Education Minister Rushanara Ali hit out after official figures showed that the programme saw 3,300 starts in the six months following its launch in August last year.

It is the first time traineeship numbers have been published and comes after statistics showed 912,000 young people aged 16 to 24 were unemployed in November last year to January — down 29,000 on the previous quarter.

The government said the traineeship figures may not be reliable, and insisted the programme was "off to a good start".

However, Ms Ali told *FE Week*: "It is deeply disappointing that despite there being 912,000 young people unemployed, there have only been 3,300 traineeship starts in the last six

months. These latest figures show David Cameron and Michael Gove are neglecting young people and failing to provide access to high quality vocational education."

The numbers were published as part of the latest Statistical First Release (SFR), which came out on Thursday, March 27.

A Department for Business, Innovation and Skills (BIS) spokesperson said: "Provisional data show traineeships are off to a good start with young people reaping the benefits."

Traineeships, which combine work experience with maths, English and employability training, were designed help to 16 to 24-year-olds without experience or qualifications into work.

The government has previously said it had not set any targets for the number of traineeships, but in November — before any figures had been released — Ofsted's FE and skills director, Matthew Coffey, nevertheless described uptake to the programme as "disappointing".

The Department for Work and Pensions

later relaxed a 16-hour rule that limited the amount of time Jobseeker's Allowance claimants could train every week and keep their benefits.

Julian Gravatt, assistant chief executive of the Association of Colleges, said: "There's been a slow start with traineeships, but the removal of the 16-hour rule will help make a difference."

An Association for Employment and Learning Providers (AELP) spokesperson agreed amending benefit rules was important. He said: "We need to increase the opportunities available and improve on these numbers."

The SFR also showed the provisional number of 25-plus apprenticeship starts for the first half of the academic year plummeted from 93,300 last year to 49,100. The BIS spokesperson linked the drop to the abandoned apprentice FE loans system. She said: "It was clear from application and starts data that 24+ advanced learning loans were not the preferred route for employers or prospective apprentices."

The number of 19 to 24 starts also dropped, from 82,000 to 76,000. However, the number of under 19 starts rose to 71,100 from 69,600, but still down on 2011/12's 79,100.

See editor's comment on page 6

FE loans update

The number of apprentice FE loan applications in February was 97, taking the number since the scheme started to 879.

The period covered by the figures, published on Thursday, March 27, by the Department for Business, Innovation and Skills (BIS), ended on February 28 — just seven days before apprenticeship loans were scrapped.

The highest number of loan applications for the month was 1,753 for QCF level three diplomas. It also had the highest overall number since loans started in August, with 29,784. The total number of loan applications for February was 2,789, and 62,811 since August — of which 20 per cent were not ready for payment.



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Editor: Chris Henwood

Head designer: Nicky Phillips

Sub editor: Paul Offord

Reporters: Freddie Whittaker

Rebecca Cooney

Photographer: Ellis O'Brien

Financials: Helen Neilly

Sales executive: Hannah Smith

Administration: Victoria Boyle

Paris Ayotunde

Contributors: Karleen Dowden

Martin Tolhurst

Catherine Davidson

Lord Lingfield

Lynne Sedgmore

FE Week intern: Yasmine Blackman

Managing director: Shane Mann

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E: hannah.smith@feweek.co.uk

T: 020 81234 778

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Top teachers strike tweets:

@natalieben

I offer backing to teachers' strike - we have to reverse Gove's disastrous policies - #M26 @TeacherROAR @NUTonline

@Sallyscribbling

Teachers do not provide childcare. They should be rewarded for and enabled to provide high quality teaching. I support #teachersstrike

@petergothard

The @NUTonline fighting the good fight on Piccadilly. Yay, democracy

@gsnowdon

Many disagree with #TeachersStrike but they work under vast stress (I am married to one). And Gove's performance-related pay plan is madness

@anniecat84

Where would the majority of us be without teachers? They are the gateway for a good job/career/way of life. #TeachersStrike

Learning & Skills Events, Consultancy and Training Ltd

161-165 Greenwich High Road

London SE10 8JA

T: 020 8123 4778

E: news@feweek.co.uk

Indies could face FoI ‘requirements’



@RebeccaKCooney
rebecca.cooney@feweek.co.uk

Independent learning providers could become subject to Freedom of Information (FoI) Act “requirements” under government proposals.

Firms that “carry out public functions” figure in the plans of Justice Minister Simon Hughes (pictured), meaning that Skills Funding Agency contractors, along with Education Funding Agency contractors, could be affected.

He told MPs in the House of Commons: “We intend to publish a revised code of practice to make sure that private companies that carry out public functions have freedom of information requirements in their contracts and go further than that.”

He said the government wanted to extend the FoI Act “as soon as is practical,” but a spokesperson for the Association of Employment and Learning Providers said he did not expect “significant” change.

It was unclear whether the proposals

applied to subcontractors.

Mr Hughes revealed the proposals in response to a question from Lindsay Roy MP, who asked: “What benefits have accrued to the government and citizens from the implementation of the act, and when does the minister plan to extend its scope further?”

It came on Tuesday, March 18 — just days after the House of Commons Public Accounts Committee (PAC) denounced the “veil of secrecy” around contracts awarded to large companies like G4S, which is currently an Ofsted grade four apprenticeship employer provider, and called for FoI legislation to cover government contracts.

The AELP spokesperson said: “We understand that providers won’t be made directly subject to FoI and as they already cooperate with the SFA, which is subject to requests, it doesn’t appear that we are looking at a significant change.”

The Freedom of Information Act currently requires any government or publically funded organisation to give out any information on request but does not currently include private firms.

The PAC report Contracting out public services to the private sector was published on March 14 and among its recommendations was for the Cabinet Office to “explore how the FoI regime could be extended to cover contracts with private providers, including the scope for an FoI provision to be included in standard contract terms”.

College to close former Pearson in Practice centres

@FCDWhittaker
freddie.whittaker@feweek.co.uk

West Nottinghamshire College has announced plans to shut almost half of the training centres it bought under last year’s Pearson in Practice deal.

The college, which struck the deal with Pearson last spring for an undisclosed amount and now runs it under the name Vision Workforce Skills, wants to close centres in Romford, Newcastle, Bristol and Southampton.

It claims they are all losing money, along with an admin centre in Banbury, North Oxfordshire, which it also plans to shut.

The closures could mean redundancy for 21 full-time and one part-time member of staff, but college vice principal and Vision Workforce Skills managing director Graham Howe has vowed to keep the centres open until all current apprentices had completed their classroom-based training.

Mr Howe said the decision was being taken to “future-proof” the rest of the former Pearson firm, which he said was capable of turning a profit. He said: “We have found it difficult to achieve the right numbers in some of the centres. First and foremost we need to

FE Week news in brief

Elmfield date set

Business, Innovation and Skills Select Committee chair Adrian Bailey has said he expects to question Skills Minister Matthew Hancock about an investigation into Elmfield on April 8.

The Skills Funding Agency (SFA) confirmed this month that an investigation into the defunct provider, which went into administration last November owing £11m, had been completed.

Mr Bailey had previously said Mr Hancock could be questioned about whether the report would be made public on either April 1 or 8.

Dashboard on way

Ofsted has revealed its new data dashboard for FE and skills providers is set to be launched in mid-May.

The website will allow for comparison to be made between the curriculum of colleges and skill priorities of local enterprise partnerships.

It will also contain destination date and show the proportion of learners completing qualifications.

Marina Gaze, Ofsted deputy director for FE and skills, said: “The dashboard will be a valuable tool in assessing the impact of education and training provision.”

Apprenticeship chair

David Meller has been named as the new chair of the National Apprenticeship Ambassadors Network, an employer-led body with a remit to encourage more employers to take on apprentices.

Mr Meller is chair of luxury home and beauty suppliers the Meller Group, a non-executive board member for the Department for Education, and sponsors five academies and two university technical colleges.

Skills Minister Matthew Hancock said he was “delighted” by the appointment.

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Agency wants online delivery data

@RebeccaKCooney
rebecca.cooney@feweek.co.uk

Providers will have to say how much of their courses are delivered online in their ILR data returns, the Skills Funding Agency has announced.

The rule will be in force next academic year. The news comes just weeks after the Further Education Learning Technology Action Group (Feltag), recommended that 10 per cent of all publicly-funded courses should be delivered online by 2015/16, with incentives to rise to 50 per cent by 2017/18.

An agency spokesperson told FE Week: “The Skills Funding Statement 2013-16 set out that the government wants to see ‘many more radical approaches to the use of available educational technologies’.

“The agency was tasked with working with the sector to ‘look at how we can put in place appropriate funding mechanisms to better facilitate online learning’.

“The new data will enable the agency to work collaboratively with the sector to understand how this activity can be measured.”

However, he did not say whether the move had been prompted by the Feltag report.

He added: “Recommendations from Feltag will be considered as the agency and the sector progress with this work.”

Association of Colleges technology

manager Matt Dean said: “Given the Feltag recommendation, it’s a good idea to work out how to collect data via the IRL, but it’s important to check the accuracy and validity before taking significant decisions on the basis of the information.

“Colleges will also be keen to know more about how to go about developing 10 per cent of a course or programme for online delivery, the inherent cost implications... and what’s meant by ‘incentives’ to push for the 50 per cent online delivery figure by 2017/18.”

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: “We supported many of Feltag’s recommendations but we are concerned about making online delivery a mandatory element of course content because it may not be appropriate for all learners in all programmes.

“Providers require flexibility to deliver the most appropriate programmes for their learners and employers, and we should not be making elements of those programmes mandatory.

“This can only lead to yet more measurement of inputs rather than the focus on outcomes of the learning.

“We should encourage more online learning where it works but not setting targets and measuring programmes on a learner by learner basis.”

Steve Hewitt, management information

system officer at London’s Morley College, said the move was “practical in the short term, but it depends on how they define ‘delivered online’ — especially if there’s some spurious 10 per cent threshold that everyone has to meet”.

He said: “The idea of a minimum threshold of online delivery seems a pretty 20th Century way of looking at things.

“If a tutor shows the whole class something they’ve found on YouTube, is it online delivery if the tutor emails them, but not if everyone’s sat in a classroom watching it all together?

“Students will be doing almost all of their research for any given course online anyway, even things like dance and plumbing, so why would we want to reduce the practical, hands-on experience that only high quality vocational education can deliver, by setting an arbitrary threshold?”

Kirstie Donnelly, UK managing director of City & Guilds, which took part in Feltag research, had mixed feelings about the new ILR requirement.

She said: “I fully support any move to ensure that the sector recognises the valuable role online delivery can play...to me, it’s a no-brainer.”

She added: “However I still have some concerns... For this to work, providers must be given the help and support they need to become more digital.”

LeSoCo resigns from 157 Group

LeSoco has become the fourth college to resign from the 157 Group following an inadequate rating from Ofsted.

The a 17,600-learner South London college was hit with a grade four inspection result in January. The education watchdog criticised poor teaching in engineering and foundation English and maths. The college has since lost an appeal it lodged with Ofsted over its visit.

City of Bristol College, City of Liverpool College and Lambeth College have all previously left the 157 Group for grade four results.

LeSoCo principal Maxine Room told FE Week: “We have greatly benefited from working alongside the 157 Group and its members and hope to again as we work towards our long term ambition of becoming an outstanding college.”

The 157 Group website states it is a consortium of 29 of the UK’s “largest” FE colleges, but does not specify success as a membership consideration.

Lynne Sedgmore, executive director of the 157 Group, said: “We accept the resignation of a college with a grade four profile with dignity, respect and regret alongside a genuine offer of ongoing support.”

See page 15 for an expert piece from Mrs Sedgmore

Lingfield reveals FE institute plans

@PaulOfford
paul.offord@feweek.co.uk

Chartered status for FE providers is just months away, the chair of the new Institution for Further Education has exclusively told FE Week.

The not-for-profit limited company has been given responsibility by the Department for Business, Innovation and Skills (BIS) for developing and launching the quality mark.

Its chair, Lord Lingfield, confirmed to FE Week that it was awaiting royal permission before it could start granting chartered status.

He said: “The acquisition of a charter is not a swift process and many criteria have to be fulfilled.” But, he added: “We expect negotiations to be completed within months.”

The Tory peer said the institution had leased offices in Victoria Street, Westminster, and appointed senior civil servant Ed Quilty as its chief executive. Lord Lingfield confirmed he had consulted earlier this year with 80 large and small providers on plans developed by the institution, which was launched before Christmas.

He added that a “small group” had been chosen from providers who responded to the consultation to “develop and refine” the proposals, but would not reveal their identities. One of the proposals consulted on was possible subscription fees, but Lord Lingfield declined to comment on how much each provider might have to pay. However, FE Week understands fees of up to £10,000 are being considered.

The Association of Colleges declined to comment on fees, but deputy chief executive, Gill Clipson, said last year that she “looked forward” to working with Lord Lingfield in developing chartered status.

“This work will build on his recommendations in last year’s report on professionalism within FE and, in this context, we will be interested to see how the charter will relate to his other recommendations concerning the establishment of a guild [Education and Training Foundation] and the role of inspection within FE,” she said.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, warned many smaller providers might not consider it worth their while applying for chartered status if the subscription fee was too high.

He added official approval for providers could already be achieved through Ofsted reports and financial support from the Skills Funding Agency. He said: “It is hard to see what added value chartered status would bring.”

Chartered Status was originally supposed to have been launched at the start of this year and concern had been growing over the delay.

John Hyde, executive chairman of HIT Training, said: “Hopefully the delay in introducing it is because BIS is seeking to align the responsibilities of all the relevant bodies to improve the sector with joint quality criteria.”

See page 14 for an expert piece from Lord Lingfield

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The survey closes on April 4 and the key findings will be reported in the 100th edition of FE Week, dated Monday, April 28.

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Government in childcare qualifications ‘neglect’

Staff unsure of under fire principal’s future

@FCDWhittaker
freddie.whittaker@feweek.co.uk

Concerns have been expressed after a “key aspect” of recommendations on the future of childcare qualifications was “neglected” by the government.

The Council for Awards in Care, Health and Education (Cache) has spoken out after the government said it would not implement suggestions made by Professor Cathy Nutbrown (pictured) for a minimum level three qualification for early years practitioners counted in child to staff ratios.

It would have meant that practitioners would only have counted as staff in ratios if they had a level three qualification.

She wanted a minimum of 50 per cent of staff at level three by last September, increasing to 70 per cent from September 2015 and 100 per cent by 2022.

The Department for Education (DfE) has said it listened to Professor Nutbrown’s advice and had implemented some of her suggestions, but it would not adopt the minimum standard.

But a Cache spokesperson said this did not go far enough.

She said: “Any change may appear to neglect a key aspect of the Nutbrown Report. “It is important to focus on how any real



difference to early years education and care can be measured through the introduction of the early years educator level three qualification. The outcomes for babies and young children, as well as their families, are the real business of any proposed change and must remain so.

“We have responded enthusiastically to the Nutbrown recommendation concerning qualifications at level three, in order to provide those that are ‘rigorous and challenging’.

She added: “We have developed full and relevant early years qualifications in partnership with our stakeholders and through employer engagement that are much more up to date, fit for purpose and appealing.”

Professor Nutbrown also criticised the government’s decision, calling it “hugely disappointing”.

She said: “This decision denies opportunities for many babies, toddlers and young children; for their families, and for the women and men who seek a worthwhile career with enhanced status and career prospects.

“The quality of the experiences offered to the youngest children, depends greatly on the quality of the staff working with them; and robust qualifications is one way to ensure that

staff are well equipped to do this important work. Level two qualifications are starting points to work with young children but this level is only an introduction.

“The decision not to opt for a workforce with a minimum level three qualification threatens the future status of the profession, limits career progression and denies some of the most vulnerable children the best that we can offer.”

A DfE spokesperson said: “We accepted many of Cathy Nutbrown’s recommendations on childcare qualifications and share her ambitions to ensure the highest standards of quality in early education and childcare.

“That’s why we have introduced the level

three early years educator qualification, and early years teacher status for graduates, both of which have tougher entry requirements to ensure high quality staff are working with children and giving them the best start in life.”

In its original response to the recommendations, the Association of Colleges (AoC) said it supported Professor Nutbrown’s view “that level three qualifications must deliver the necessary depth and breadth of knowledge, be rigorous and challenging, and require high quality work experience placements”.

However, it declined to comment on the DfE’s rejection of Professor Nutbrown’s suggestions.

Grant cut ‘will put pressure on’ says AoC

Cuts to grants for FE colleges from the Higher Education Funding Council for England (HEFCE) will put pressure on providers, it has been warned.

The body has revealed its grants to FE colleges next academic year will be £67.4m, around £15m less than the £82.9m allocated this academic year.

The reduction has been explained as happening as a result of changes in the way higher education is paid for.

Nick Davy, higher education policy manager for the Association of Colleges, said: “The cut to the budget will put pressure

on higher education funding for the college sector.

“We are satisfied that the student opportunity grant, although cut, still remains in place as this is a crucial grant for the college higher education sector.

“This amounts to about 18 per cent of all college higher education income due to the large amount of widening participation higher education students the sector enrolls.

“Many of these students go on to honours degrees at partner universities helping these institutions meet their widening participation strategies.”

@PaulOfford
paul.offord@feweek.co.uk

Staff at a college in the South West are in the dark about the future of their principal after an internal memo was sent out saying she would not be returning this term.

A new acting principal has replaced Wiltshire College’s Di Dale, but a spokesperson declined to comment on whether she would be returning.

Mrs Dale, who had been principal for more than seven years, came under fire from the University and College Union (UCU) in 2012 when it passed a vote of no confidence in college leadership.

And the latest twist comes just three weeks after an Ofsted inspection.

A college spokesperson declined to say why Mrs Dale was not at the college, nor comment on the results of the inspection.

However, vice principal Ben Allen said: “In line with good business practice when a key member of the team is out of the office for a period of time, we informed staff at the beginning of the week that the principal will not be returning to the college for the rest of this term and that Amanda Burnside will take on the role of acting principal in Di’s absence.”

Local media has reported that the memo to staff from chair of governors Helen Birchenough said: “Di Dale will not be returning to the college this term, I have



Di Dale

asked Amanda Burnside to take on the role of acting principal.”

Mrs Burnside, who joined the college three months ago as vice principal, is a former executive director at Swindon College, which was rated outstanding by Ofsted in March last year.

Nick Varney, University and College Union (UCU) regional official for South West England, welcomed her appointment.

He said: “UCU members at Wiltshire College have been very unhappy with the current leadership and passed a vote of no



Amanda Burnside

confidence in July 2012.

“If the appointment of an acting principal results in a change of practice and leadership style, staff will be delighted.

“We look forward to working with the acting principal to build a strong and successful college.”

The college was twice rated as satisfactory following its previous two inspections in 2007 and 2012 and last year parted company with its fifth vice principal in five years — only one of which left for another job.

New performance data plans unveiled

Plans to publish clearer performance data for colleges by 2016 have been welcomed.

In its response to a consultation on 16 to 19 accountability, the Department for Education said it would bring in “clear, headline measures to give a snapshot of the performance of schools and colleges”.

Sixth Form Colleges Association deputy chief executive James Kewin said the proposals were “a step in the right direction” towards “clear and reliable information”.

He said: “The current focus on raw attainment tells us nothing about the prior educational attainment of students, and the distance they have travelled in achieving their final grades, so we strongly support the prominent inclusion of a progress measure in the new performance tables.”

But Association of Colleges policy director Joy Mercer said: “Our particular concern is around the allocation of results for students who began studying in a previous institution before moving to a college, which ends up in the college’s figures.

“As progress has become one of the ways performance is measured, it is crucial for this to be fair to colleges, who inherit students who drop out at school, and using a transparent methodology.”

The report also promises a new set of “rigorous” minimum standards by 2016.

At the moment, a school sixth form or college is seen as underperforming if its performance table results show that fewer than 40 per cent of students achieve an average point score per entry in of 194 points in vocational qualifications, or 172 in academic qualifications.

More strikes threatened

@FCDWhittaker
freddie.whittaker@feweek.co.uk

Further strike action at sixth form colleges could be on the cards after a walkout by staff on Thursday (March 26) over pay and conditions.

National Union of Teachers (NUT) members marched through the streets of England’s major cities in protest against government plans to implement performance-related pay, among other changes.

It is not known how many sixth form colleges were affected, or whether any were forced to close, but the NUT has warned that further strikes could happen if an agreement isn’t reached.

Sixth Form Colleges Association (SFCA) HR director Graham Baird said: “We are disappointed with NUT’s decision to press ahead with the one-day strike action.

“The impact on sixth form colleges varies across the country, but we are aware that the vast majority of sixth form colleges will have made their own arrangements for the day to ensure that wherever possible students can attend colleges and continue their studies independently, if necessary, without too much disruption.”

Christine Blower, NUT general secretary, said the strike, which also hit schools, had been “a clear demonstration that teachers are thoroughly tired of the intolerable pressures they are being put under by the coalition



government”.

She added: “Despite being the only teachers’ union to be taking action, members still felt it was essential they made a stand.

“Teachers cannot and will not take any more of the diktats from government that are ruining teaching and education. We will be continuing with our campaign of engaging parents and the public and applying pressure to politicians.

“Teachers love teaching but are crushed by the long hours and stifling accountability regime. If there isn’t movement in the talks there could well be further strike action this summer.”

A Department for Education spokesperson said: “The NUT has tried to create as much disruption for pupils and parents today as possible

“Parents will struggle to understand why the NUT is striking over the government’s measures to let heads pay good teachers more.

“They called for talks to avoid industrial action, we agreed to their request, and talks have been taking place weekly.”

Advertorial

Education and Training Foundation launches new interactive website

The Education and Training Foundation marks the end of its initial set up phase with the launch on 1 April of a brand new interactive website, featuring easy navigation, exciting interactive content and opportunities for immediate feedback.

It replaces an interim site which was established to provide background information and keep the sector up to date when the Foundation was launched on 1 August 2013.

The new site, which was developed following a user consultation survey conducted by Coast Digital, also makes greater use of images, sound and video content - with functionality allowing documents, podcasts and PowerPoint presentations to be downloaded.

News and events will now feature on the home page alongside profiled areas of Foundation activity, as will the latest funding and Tender opportunities, alongside advice and support for organisations seeking to submit applications.

The website also links directly and prominently via the homepage to the FE Advice Site, Excellence Gateway and Foundation Online Learning (formerly the Leadership Learning Environment), three longstanding and popular sector resources which have recently come under the Foundation’s umbrella after being transferred from predecessor organisations. Streamlining access to these sites via the



David Russell, Education and Training Foundation chief executive

Foundation home page effectively creates a ‘one stop shop’ for anyone with an interest in the sector, whether they’re a future potential teacher, an existing practitioner looking for examples of inspiring practice, or a future leader or governor looking to improve their leadership and management skills.

David Russell, Chief Executive Office of the Education and Training Foundation, comments: ‘We are really pleased with our new website. It is now much easier to find information, keep in touch, and feed into the work we are doing. Please visit the site, find out about the many ways you can get involved, and let us know what you think’.

Launching Tuesday, April 1. Visit the new website at www.etfoundation.co.uk

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FE Week campus round-up

Decorating and maintenance apprentices revamp rundown church

Construction and maintenance apprentices in Derby put their skills to good use by giving a church and community centre a huge facelift, writes Paul Offord.

Brownies, Cubs, Girl Guides and a parent and toddler group are just a handful of the regular users of an East Midlands community centre and church who are benefitting from the hard work of local apprentices.

An Asian over 60s group, plus taekwondo learners and members of an exercise class have also seen first-hand the transformation of Sinfín Moor Church and Community Centre, in Derby, which is used by more than 700 worshippers every week.

Built in 1975, it had become badly rundown and church-goers were struggling to find the funds for a much-needed revamp.

So, in stepped Derby Homes with its 20 apprentices, aged from 16 to 27, who are all at level two and three and who do their training with Derby College.

In just five days they pulled out the church's old kitchen and fitted appliances, double-glazed windows and installed damp-proofing, air vents, and new doors, among a host of other jobs.

Level two building maintenance apprentice Nigel Duffus, aged 20, said: "It was such a big place that I wondered how we would get it all done in time when I first saw it.

"But it gave me lots of satisfaction as we gradually did it all. All the apprentices worked really hard and I think we made a good team."

Level two and three construction and maintenance learners from the Royal School for the Deaf Derby also helped out along with other staff from Derby Homes and local building and decorating firms.

It is thought they saved the church £25,000 on the cost of labour and building materials, which were donated by local firms.

Church treasurer Stewart Ian Sant said: "We desperately needed to upgrade the kitchen facilities and redecorate the main hall and approached Derby Homes to see if they could help. The apprentices have done a fantastic job."



Construction lecturer Bill Bentley, who worked as site manager, said: "Sometimes it is harder to replicate work in a college workshop than it is to do it in the real world. "We decided to look for a worthwhile cause that would allow them to demonstrate all the skills they have learned and the church was perfect."

Above: Derby Homes apprentices and staff at Sinfín Moor Church and Community Centre. Left: Sinfín Moor Church. Right: Work is carried out at Sinfín Moor Community Centre. Below right: Apprentice Simon Smith, aged 27. Top right: Apprentice Bradley Erasmus, aged 18, fits a smoke alarm

Five-day work diary of apprentice Nigel Duffus

Monday: We started off on the kitchen by taking out the old cupboard units. I also vacuumed up around the main church. It's important to make sure everything is tidy when you start on a project.

Tuesday: I had to do brickwork around some of the window frames to make the new double glazing windows fit. The new windows were smaller than the original ones, so the spaces in the walls had to be made smaller by adding some

extra bricks. **Wednesday:** I was on general cement mixing duties and did some plaster skimming in the old vestry room, which is going to be used to store the lawnmower from now on. I also cut to size and fitted the skirting boards [for the same room] and chopped out some bricks from an outside wall to make space for two vents.

Thursday: Most of the day was spent finishing off the air vents. I was quite pleased with how they

turned out and took photos of them [pictured]. I also spent time tidying up at the end of the day. There's health and safety to consider.

Friday: I fitted a ply wood frame around the new shutter door for the same room [the former vestry]. We also met some church users who were really interested in what we are learning as apprentices. I felt honoured when they said they liked the work we had done.



Students' artwork displayed in House of Commons

Talented students from 20 sixth form colleges had their artwork displayed at the House of Commons. The exhibition, which displayed 21 works of art by 21 students including still life, portraits and landscape scenes, was organised by the Association of Colleges and attended by Education Secretary Michael Gove. One of the chosen artists Frances Reynold, aged 17, an art and design A-level student from Sir John Deane's College, in

Cheshire, exhibited an image created with a combination of charcoal and paint of St Paul's Cathedral, in London. She said: "It's really humbling to have been chosen for this exhibition because it's such a prestigious event."



Frances Reynold shows her picture to Martin Doel, chief executive of the Association of Colleges. Right: painting of church steps by A-level art student Sarah Spurgeon, aged 17, from Farnborough Sixth Form College

In the frame for special commendation for video on local policing



From left: Students Reece Nash, Aidan Fisher, both aged 19, Aaron Ball, Danielle Jameson, both 18, and James Liddell, 19, with Darlington neighbourhood inspector Mick Button (left) and Chief Superintendent Graham Hall

Television and film students found themselves in the frame for high praise after filming and editing a video to boost confidence in local policing.

Five level two students at Darlington College worked on the video, which features officers giving out crime reduction advice and helping reduce antisocial behaviour through high-visibility street patrols.

Senior officers were so impressed with the results that the students received a superintendent's commendation — an accolade normally reserved for non-police officers who show outstanding bravery to

prevent crime or protect others.

Durham Chief Superintendent Graham Hall said: "We have been trying to engage with the public to get our messages over and we are delighted with the work the students have done to achieve this."

Course tutor Mike Chapman said: "There is no substitute for working to real-life pressures, having a client to please — so this has been an incredible learning experience for them."

Visit www.youtube.com/watch?v=w0oLK_8XGyI to view the video.



Apprentice gives Osborne tips on bricklaying

Chancellor George Osborne was given bricklaying tips by an apprentice. Mr Osborne visited a site in Nuneaton, Warwickshire, where construction firm Barratt Homes is building 800 new homes.

He was shown how to build a wall by level one bricklaying apprentice Tom Fyfe, aged 16, who works for Barratt and does his training with North Warwickshire and Hinckley College.

Tom said: "I'm still learning how to be a bricklayer, but I was able to pass on some bricklaying skills to Mr Osborne.

"This is something I've always wanted to do, and I'm really enjoying the course."

The chancellor tweeted: "Meeting apprentices and builders at Barratt building site in Nuneaton where they're building 800 new homes."

He was joined on the visit by Tory Nuneaton MP Marcus Jones, who said: "I was delighted that the Chancellor chose to come to Nuneaton. Mr Osborne spent several hours meeting builders, apprentices and youngsters from the Nuneaton Academy and from Hartshill School who undertake work experience on the site."

MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving

An executive at coach firm National Express is to become principal and chief executive at Birmingham Metropolitan College.

Andrew Cleaves (pictured), currently managing director of the transport group's international division having previously run its Birmingham-based UK Coach business, will take up the FE post in May. He previously spent 12 years in senior roles at Tube Lines, managing the public private partnership with Transport for London for infrastructure and maintenance of the London Underground.

"As the UK economy continues to recover we have to provide young people

with the necessary skills for them to be successful," said Mr Cleaves.

"To do this, we will strengthen our links with businesses across the region both large and small, stakeholders and local authorities. "Under my leadership I

am determined that the team at the college will bring all these aspects together to provide a compelling mix, that will see our students succeed in an ever-changing world."

The college, which has around 50,000 students on 20 campuses and centres of excellence in the Greater Birmingham area, was formed in August 2009 through the merger of Matthew Boulton College and Sutton Coldfield College.



Mr Cleaves succeeds Dame Christine Braddock DBE (pictured) who, after 17 years as principal, is retiring this year.

She is a past president of the Greater Birmingham Chamber of Commerce, a CBI council member for the last decade, a member of the Local Enterprise Partnership (Lep) board and former deputy chair of Midland Heart Housing Association.

"The governors, and everyone involved in the recruitment process which began last autumn, identified knowledge of the business community gained at a senior level and the ability to build partnerships as critical requirements for my

replacement," she said. "Employability is at the heart of everything we do, and engaging with employers to discover their requirements for now and into the future is central to our strategy.

"When I first met Andrew, you could see he really bought into the partnership approach, and that being able to have a positive impact on the lives of tens of thousands of students was very appealing to him.

"He really did tick every box we had on our list of potential attributes, and he has a very 'can do' mind set, which sits very well with everyone he has met."



Send your stories with pictures to campus@feweek.co.uk including names, ages and course of students where applicable

If you want to let us know of any new faces at the top of your college or training provider, please let us know by emailing news@feweek.co.uk

What has happened to 14 to 19 vocational education?

Three years ago this month, the Wolf Report on the future of vocational education for 14 to 19-year-olds was heralded as a vehicle for radical change in the FE sector, writes Freddie Whittaker.

Professor Alison Wolf's 27 recommendations called for a huge shake-up in careers advice and qualifications, among other things, and her ideas were welcomed by the Department for Education (DfE) and sector leaders, who viewed it with promise.

But now, although the author herself seems relatively pleased with government progress in implementing her recommendations (see right), the response to progress from the FE sector has been mixed.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: "The Wolf report said that we should be encouraging more young people to take an apprenticeship and we agree with that approach.

"However the proposals to change the funding routes and to make employers make a compulsory contribution even for 16, 17 and 18-year-olds will create a barrier for entry for many young people.

"We should review the impact of these proposals on how it will affect the numbers of young people getting an apprenticeship opportunity.

"The key will be to ensure that the providers of vocational education and training have the flexibility to ensure that every young person gets the support that they need through the programme of their choice."

Deborah Ribchester, 14 to 19 and curriculum senior policy manager for the Association of Colleges, said: "Probably the most significant change for colleges has been the move from funding for qualifications to funding per student for a coherent study programme based on a set of overarching

principles.

"This has given colleges the flexibility to design study programmes in which both qualifications and non-qualification activities have equal value and programmes can be designed to meet the needs of students. This is proving to be beneficial."

Sixth Form Colleges Association chief executive David Igoe said it would be "difficult to overestimate the impact of the Wolf recommendations on the DfE".

He said: "Whether the legacy of the present administration will be the resounding success story often trumpeted by the right-leaning press and Mr Gove will take his place in history as a leading architect of reform is far too early to judge. If history approves then he will have a lot to thank Alison Wolf for.

"Alternatively we may be seeing a reform agenda that, as far as the 16 to 19 phase goes, precipitates a disaster for the country as we witness the unravelling of high quality, highly efficient provision (aka sixth form colleges) being sacrificed on the altar of fiscal rectitude."

Dr Stephan Jungnitz, colleges specialist for the Association of School and College Leaders, said his organisation had welcomed the report's aim to reform vocational education, "especially as unemployment among 16 to 24-year-olds was rising to new heights", but said the devil was in the detail.

He said: "While many of the recommendations were welcome, the constant hacking away of resources has meant that we haven't seen the improvement that was hoped for.

"The report recommended that the funding system should be simplified to free up resources for teaching and learning. Since the report came out, 16-19 funding has fallen by around 25 per cent in real terms. Colleges simply do not have the resources

available, no matter how well intentioned the recommendation."

Lynne Sedgmore, chief executive of the 157 Group, said that since the report, vocational education had enjoyed a "higher profile and a more adult debate about its future".

But she added: "However, as is so often the case, much of the devil has been in the detail, and there are signs that the trust Professor Wolf wanted placed in the sector is not entirely there.

"At grass roots level, funding mechanisms remain complex, and there is still a degree of central prescription around issues such as work experience and maths and English qualifications which goes against the initial spirit of her recommendations.

"The Wolf report could have led to a broad review of the



Visit feweek.co.uk for more detailed responses from David Igoe and Stewart Segal

Above: Professor Alison Wolf



From left: David Igoe, chief executive of the Sixth Form Colleges' Association, Stephan Jungnitz, colleges specialist at the Association of School and College Leaders and Lynne Sedgmore, chief executive of the 157 Group



principles upon which we base our whole post-14 system of education. Instead, while we have seen many positive developments, the real impact has been more tinkering with system mechanics and a plethora of policy initiatives which do not always seem part of a coherent whole."

A DfE spokesperson said: "The recommendations have underpinned our reforms of vocational and technical education to ensure it is once again being given the high status it deserves.

"We have scrapped low-quality vocational qualifications so that only the gold-standard courses proven to help young people

get the skills employers are looking for remain. Our new tech levels, backed by leading employers, will place vocational education on a par with A-levels."

What the *experts* say

Professor Wolf

Recommendations 5 and 6
Five and six go together and define and mandate study programmes. This was about getting away from piling up qualifications – but also leaving it to the sector to implement, rather than getting bogged down in yet another attempt to create new centrally defined diplomas, baccalaureates, or whatever. I am delighted they did it, surprised we didn't get another qualification-creating commission.

Recommendation 9
'Heavy lifting', say friends of mine who are principals. Yes, agreed — but no regrets. This is one of the two recommendations I thought most important. I am delighted they adopted it, and still believe that the GCSE is what the labour market recognises, and it was time we joined the rest of the world in what we make compulsory.

Recommendation 11
Without this, programmes of study would be impossible, maths and English GCSE classes a nightmare, work experience would deteriorate into box-ticking 'certification' — the second of my 'top two' recommendations, and again, no regrets at all. The old system was bizarre and unique and should not be mourned.

Recommendation 13
This was not rejected but is not exactly going anywhere fast. I really worry about the renewed push to increase numbers going into higher education, which is not likely to help with this.

Recommendation 15
This was code for 'the whole thing needs to be completely rethought and redesigned'. Hooray for Doug Richard.

Recommendation 17
I was surprised by how little opposition got mustered, and delighted by the speed with which this was implemented.

Recommendation 19
I thought this one might die but it didn't. I am hoping that lots of flowers are blooming. This was a way to recreate some of the old junior technical schools without spending a fortune, but definitely not code for 'everyone should do it'.

Recommendation 21
More heavy lifting, but again, I am delighted they did it, and if it can be done in some of our most deprived areas — which it is — then it can surely be done everywhere. I got more flack for the Key Stage four bit of this than for any other thing in the report, but haven't changed my mind there either.

Recommendation 25
I'd state this differently now. Nothing has happened, and it is still a mess.

Alison Wolf is Professor of public sector management at King's College London

Mick Fletcher

Recommendations 5 and 6
A good step forward, putting responsibility for developing the detail of programmes where it belongs — at institutional level. It is a pity they felt the need to develop a centrally-planned traineeship initiative because study programmes can do everything a traineeship requires.

Recommendation 9
I suspect the labour market recognises GCSEs because they have been around for a long time, not because they are fit for purpose.

Recommendation 11
I am wholeheartedly with Alison Wolf on this one, though we should beware the counter attack being mounted by selective institutions who say they cannot afford to offer the IB or big programmes of five A-levels for the brightest students.

Recommendation 13
I think the move to cut funding for 18-year-olds suggests that we are actually moving in the wrong direction on this. At the moment we still have an entitlement for basic skills, but adult FE is under such pressure that even this faces threats.

Recommendation 15
The problem with apprenticeships is not the so-called 'middlemen' but the fact that government has been so desperate to increase numbers that it turned a blind eye to practices that risk bringing apprenticeships into disrepute. It is right to encourage greater employer ownership, but the Richard Review proposals simply place extra burdens on employers which most will not welcome.

Recommendation 17
A good recommendation and commendable response, now undermined sadly by the withdrawal of the requirement for FE teachers to be qualified. Relaxation of rules for school teachers in academies implies levelling down not levelling up — a backward step.

Recommendation 19
We ought to be making far more use of FE expertise to support vocational programmes for 14 to 16-year-olds rather than developing expensive new provision.

Recommendation 21
I agree with Alison's points on this.

Recommendation 25
I do believe that this is happening.

Mick Fletcher is an FE consultant

Mike Hopkins

Recommendation 5
Having chaired an excellently attended Association of Colleges conference recently, focused on the implementation of study skills, I am confident that this recommendation has gained traction across the sector. Practitioners are already gaining the confidence to once again 'own' the curriculum and ensure that it's in the interests of students and indirectly employers, helping contribute to the jobs, opportunity and prosperity agenda.

Recommendation 6
I am confident that this is being realized and will help ensure personal growth and employability for students.

Recommendation 9
I am clear that this is the right thing to do, but the government should not come to think of the sector as a 'sticking plaster' to solve the deficiencies of pre-16 education. Future governments should provide additional resources.

Recommendation 11
Progress is being made in this area by the Education Funding Agency. However, a significant disappointment has been the government's arbitrary and non-evidence based imposition of a cut in funding for 18-year-olds. This is iniquitous and the campaign to right it should continue.

Recommendation 15
It has been rethought, but I am very worried that the Doug Richard solutions are not right for either the sector, the majority of employers who are small and medium-sized enterprises or, ultimately, for current and future apprentices.

Recommendation 17
I agree with Alison's points on this.

Recommendation 19
I am delighted that this has progressed and that four colleges have already enrolled this year. The feedback from Ofsted monitoring visits is also very encouraging. This could be the beginning of a historic shift in provision.

Recommendation 21
I agree with Alison's points on this.

Recommendation 25
I do believe that this is happening.

Mike Hopkins, chief executive of the Middleborough/Gatehead College Confederation and chair of the Principals' Professional Council



Government
'is wrong
to cull
qualifications
simply
because of
their size'

A young woman with long, wavy brown hair is the central figure. She is wearing a maroon-colored sweater over a white, textured knit scarf. She is leaning her arms on a glass railing with a silver metal handrail. She is looking back over her right shoulder towards the camera with a slight smile. She is carrying a large, plaid bag with a red, black, and white pattern and brown leather straps. The background is a blurred indoor space, likely a modern building with large windows and other people in the distance.

FE Week experts

Dyslexia — more than just a term

Abandoning the term dyslexia could have far-reaching consequences. Catherine Davidson looks at the situation for college learners.

It is not just important that dyslexia is recognised in FE, it is essential. When students attend FE, they often choose vocational subjects where they have a passion, ability and determination that they have never before experienced. When students show this kind of talent in hands-on subjects, but struggle with the theory side, tutors notice that something is acting as a barrier to their learning and this is often when they receive a dyslexia assessment for the first time. Even in academic subjects, such as A-levels, students often find a voice and find it easier to express their concerns as young adults who are taking ownership of their learning. Middlesbrough College has assessed an average of 12 students per week so far this year and the majority of these are being informed that they might be dyslexic for the first time. At Middlesbrough College students are offered a variety of support options. A new additional learning support model means that students are offered support in a small group, delivered by specialist dyslexia tutors; support in class is delivered by a specialist dyslexia learning support assistant or a drop-in service, which is open to everyone and staffed by specialists. The group support is as much about

developing students' strengths as overcoming their weaknesses. The emotional impact of dyslexia is also addressed, as often students have been

“Often students have been through other educational systems feeling left behind and demotivated, despite their obvious potential”

through other educational systems feeling left behind and de-motivated, despite their obvious potential. Part of the support process is to recognise the positives of dyslexia, concentrating on strengths and abilities alongside the difficulties with reading, spelling and memory that so often stop people from achieving. Initially, the college's new model offered support to students on a six-week basis, but the majority of students who have accessed the support have chosen to stay for the full year. Students are also offered assistive

technologies which may enable them to work to their full potential. The college offers several drop-in sessions during the week and an open door policy in the Support Hub if students find themselves struggling with any aspect of their course and they would like help or just someone to talk to. Students do not need a label to attend the drop-in and staff are welcomed here too if they have any questions or concerns they believe a specialist may be able to answer. In my experience, the majority of students welcome a label and request an assessment; this often gives students the confidence to approach staff about their difficulties, to disclose where maybe they would not have done. For mature students, it is even more vital. Invariably the label of dyslexia offers an explanation for a lifetime of difficulties. The label of dyslexia is what determines the funding for this support. Without the label students would be unable to access these support services which so clearly work. Last year, 90 per cent of all Middlesbrough College students who accessed dyslexia support achieved on their course, and in a growing Additional Learning Support Team which supports all students in the college, dyslexia is still the most accessed support service. Whatever support students are offered it should be individual to the student themselves; characteristics of dyslexia are



individual so support should reflect this. The Additional Learning Support Department states in last year's Self-Assessment Report: “We recognise that everyone's needs are unique, we work with students to identify any barriers that exist and make every effort to overcome them. “The college wants all students to have the same opportunities to achieve their full potential.” The current trend for arguing against the term dyslexia does nothing for the hundreds of students of different age groups, educational and social economic backgrounds that access FE. Whereas providing students with support offers them an opportunity to excel in their chosen vocation, to succeed academically or simply to have more confidence in themselves and their ability and surely this is worth recognising.

Catherine Davidson, dyslexia support coordinator, Middlesbrough College

Charting the progress of a new FE success status

Chartered Status has been on the cards for FE for more than a year with Skills Minister Matthew Hancock having appointed Lord Lingfield to head a panel that would dish out the award. The Tory peer provides his first update on Chartered Status progress.

In March 2013 I was asked by Skills Minister Matthew Hancock to take on the task of creating a new royal-chartered institution for FE. I accepted with pleasure, as the establishment of such a body had been advocated by myself and my colleagues [David Sherlock CBE, Dawn Ward OBE and Daniel Wright] who wrote the 2012 report professionalism in further education for the Department for Business, Innovation and Skills (BIS). During the past two years I have had the privilege of visiting many excellent FE providers. One of the ways in which the government hopes to improve quality across the whole of the sector is gradually to identify the very best among them, to give the professionals who run them, and those who govern them, as much autonomy and freedom from government control as possible in order to allow them to flourish and spread best practice throughout the country. There are around 1,100 providers within FE serving more than four million learners. One of their strengths is that they are a

‘mixed economy’, dealing with FE, full cost work for UK and foreign customers, and, in the case of most colleges, higher education as well.

“The acquisition of a charter is not a swift process and many criteria have to be fulfilled before the Great Seal is added to it, bringing it officially into being”

As Ofsted inspects only part of their work and the Quality Assurance Agency only their degree courses, there is, at the moment, no single quality assurance organisation for them, and we hope that the royal-chartered institution for FE will endeavour to be that. David Sherlock and I began our work last year with the creation of a not-for-profit company limited by guarantee. It is this body which has petitioned The Queen via the Privy Council for a royal charter. The acquisition of a charter is not a swift

process and many criteria have to be fulfilled before the Great Seal is added to it, bringing it officially into being. We expect negotiations to be completed within months. In the meantime we have had many useful discussions with BIS officials, we have prepared business plans and received seed corn funding and recently acquired the lease of premises in Victoria Street, in Westminster. Earlier this year we appointed Ed Quilty, a senior civil servant on secondment, as our chief executive and since then his task has been to create and furnish our new office and to move the project forward. I know that he has already met many senior people within the sector and looks forward to further discussions. In January, I wrote to around 80 large and small providers, both public and private, setting out our vision and consulting them on possible subscription fees. I was very heartened by the positive response. There were clearly many leaders within the sector who saw a need for such a new body and who felt that it could perform the same worthwhile task as other royal-chartered institutions. We have decided to enlist the help of a small



group chosen from among the respondents to help to develop and refine the criteria for admission to membership. It is our intention that these providers should be ‘guinea pig’ applicants themselves and form the body of founder members of the institution. Like other chartered institutions it must, as it develops, be governed by people drawn from among the professionals in the sector themselves. The criteria for admission will encompass very high standards. Success for the new institution will come when all this country's providers are able to meet them and be welcomed into membership. I very much hope that the institution's armorial device, which members will be entitled to display, and which is already informally approved by Garter King of Arms, will be recognised as a mark of the highest quality for students and employees alike. The new institution will offer its members collectively a status akin to that which universities have, and give them the prestige and recognition which has long been the hallmark of royal chartered bodies in this country.

Lord Lingfield, chair, Institution for Further Education

FE Week experts

Promoting the debate on what a successful college looks like

Nobody more than college principals knows the wide-ranging effects of an Ofsted rating. Lynne Sedgmore makes the case for a review of what it means to be considered a successful college.

LeSoCo is the fourth college to voluntarily resign from the 157 Group having been rated by Ofsted as inadequate and it is with sadness and regret that I accept on behalf of members. Upon membership, an honourable agreement is reached that if a college is rated inadequate by Ofsted then it will voluntarily leave the 157 Group. Previously, City of Bristol College, City of Liverpool College and Lambeth College have left the 157 Group in this way, for this reason. Such a complex and difficult decision is not something carried out lightly by either party. Members have put a great deal of thought into membership and at what point, if any, members might leave. We accept the resignation of a college with a grade 4 profile with dignity, respect and regret alongside a genuine offer of ongoing support. We recognise too that following a grade 4 profile it is reasonable and useful for a member college principal to step back from the 157 Group in order to focus on internal college improvement. The notion of success is currently complex, disputed and highly contentious. This is an

issue for the whole sector, within which 157 membership is a part and which currently acts as a catalyst for debate.

“The notion of success is currently complex, disputed and highly contentious”

What I am most interested in is initiating an open and transparent debate on the complex issues of how large urban colleges are judged to be successful, or not, both within and beyond the confines of Ofsted criteria. The 157 Group, with the full engagement of all our principals has challenged consistently the limitations of Ofsted grading, offering our own solutions to a broader redefinition of success. The perception that Ofsted grades reflect the whole college is prevalent but mistaken. We know that large urban colleges who may suffer a grade 4 profile continue to offer immense and valuable services to their learners, employers and communities while significant improvements are being made, particularly in teaching and learning.



The 157 Group was established in 2006 following the publication of Sir Andrew Foster's report Realising the potential, a review of the future role of further education colleges. Paragraph 157 of that report talked about, “a greater involvement of principals in national representation, in particular those from larger, successful colleges where management capacity and capability exists to release them for this work — there is a strong need for articulate FE college principals to be explaining the services they give to society and how colleges can make a significant contribution to the economy and

to developing fulfilled citizens.” This focus on thought leadership, policy influence and practice improvement remains at the heart of why 157 Group continues to flourish. The rationale of the 157 Group was, and always has been, to seek to represent, through our members, the whole of the college sector on a national stage — to showcase the best of what we do and to use this to influence the thinking of those who do not understand how important colleges are. We are also involving ever more colleges — and other providers from across the sector — in our work. Our Great Teaching and Learning event was attended by more than 70 people, almost half of whom were not from 157 Group colleges. The vast majority of our work is done in partnership. Our aim is always to influence to positive effect, either privately or publicly, those who have a hand in the future of FE. We use the experience of our members — past and present — to inform intelligent, challenging and innovative discussions. When necessary we campaign vocally and powerfully to bring benefit to the whole sector. We will continue to do so with passion and the utmost commitment on behalf of all learners.

Lynne Sedgmore, executive director, 157 Group

The only newspaper dedicated to further education and skills

FE Week

will be back on Monday, April 21
check our website for news

SCHEDULE FOR APRIL-JULY 2014

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T								
Apr		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 99	22	23	24	25	26	27	28 100	29	30							
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Jobs

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Learners will often have a range of barriers to be overcome from gaining work and it will be these diverse tasks that will need to be skilfully negotiated to ensure the learners benefit fully from the programme. They would assist learners and provide structured support both pre- and during employment. These would be on a daily basis and would include assessing the learners barriers to returning to work and setting action plans to address these issues, supporting learners on work placement, debt management, and gaining work place skills to help secure employment.

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Interview date: Tuesday, 29th April 2014

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Closing date: Friday 25th April 2014.



Director of School, Access To Learning
Post Ref: A2L 7641
Salary: circa £58K
Closing date: Tuesday 22 April

As part of NCG, Newcastle College is one of the largest and highest performing colleges in the UK.

We are seeking a new Director of School to lead the development and strategic direction of Foundation Learning for Young People, adult outreach and community provision including ESOL, Literacy and Numeracy, Employability and Higher Education Access courses. 14-16 provision is also currently located in this School. You will be responsible for ensuring high quality learning, teaching and assessment, high learner satisfaction and success rates, developing strong and productive partnerships with key stakeholders and delivering growth and profitability. The School has more than 4,000 students and an income of around £4.5 million.

This is an excellent opportunity for an outstanding individual to drive forward community outreach and employability provision alongside the full time programmes. There are opportunities to develop RWEs to enhance provision and, for the right individual, to develop and deliver ambitious plans for 14-16 opportunities. Application forms and further information about these and all current externally advertised vacancies are available on the College Website www.newcastlecollege.co.uk or by calling 0800 3280942 or by e-mailing recruitment@ncl-coll.ac.uk. Please quote the reference number of the post in which you are interested.

Interviews for this post will be held on Tuesday 29 April.



Sir George Monoux Sixth Form College has been rated by Ofsted as Good with Outstanding features in October 2012 and ranked No. 2 in London for Sixth Form Colleges, we send over 500 students to university every year, 10% of those to Russell Group Universities. We are an aspirational College, fast improving with the goal to becoming outstanding. Situated on an attractive 17 acre site in the London Borough of Waltham Forest the College benefits from excellent transport links. We are looking to appoint the following exceptional staff

MIS AND FUNDING OFFICER

Salary: £30,298 - £31,834 per annum, inclusive
Hours: 36 hours per week x 52 weeks per year
Start Date: ASAP

We are looking for an experienced MIS and Funding Officer to take lead responsibility for the operational management of the Sir George Monoux Sixth Form College College's funding and related MIS activities. Amongst other things this will involve, supervision and guidance of the College MIS and funding system. Providing guidance for all staff on the SFA/EFA funding methodology and compliance with funding regulations. Liaising with curriculum managers and SLT in order to generate and maintain college-wide curriculum timetables and registers from information provided.

To apply go to: www.george-monoux.ac.uk
Closing date: 12noon on 7 April 2014



To advertise with us call
Hannah Smith on

020 81234 778



HEAD OF FINANCE

Qube Qualifications and Development is a successful Ofsted Grade 2 Provider delivering work-based learning programmes across England.

We have an exciting opportunity for a qualified Management Accountant to contribute to the overall, strategic direction of the business and manage the day to day finance operation.

Reporting directly to the Chief Executive, key accountabilities will include delivering on financial targets and reporting deadlines, analysing EBITDA growth, providing high quality management information to key stakeholders, maintaining robust and effective financial controls, managing the balance sheet and identifying risk.

The successful candidate will be a qualified Accountant (CIMA or ACCA) with a commercial outlook and excellent communication and IT skills. Highly analytical and results orientated with a desire to achieve, you will be able to work within a small team and make a difference.

In return we offer a generous reward package with a real opportunity for the right candidate to influence the business and add significant value. If you would like to apply for this position please send your CV with a covering letter stating why you are interested to **Sally Connolly** at sally.connolly@qube-learning.co.uk.



Dean of Higher Education

Full time post. Salary £60,000 - £70,000 per annum.

Canterbury College is a large and vibrant college set in the heart of the city.

As one of the largest providers of post 16 education in the South East, we offer a wide range of vocational programmes, as well as substantial Higher Education provision

We are an ambitious college and determined to become one of the best Further Education colleges in the country, meeting the needs of students, employers and the communities of East Kent and beyond.

The College is a successful and established provider of Higher Education programmes and works closely with all the major Higher Education Institutions in Kent. We are now seeking an experienced senior leader to oversee delivery of the Higher Education curriculum provision.

Our ambition is to find an experienced yet innovative and proactive person to join our senior management team to take forward and shape the future of the Higher Education provision.

The Dean of Higher Education will play a key role in the continuing success of the College. We ask that you bring a track record and genuine passion for driving up standards and a can-do attitude that will inspire your team. Up-to-date knowledge and a good understanding of the Higher Education system are essential requirements for this role. So too is a commitment to excellence, a focus on delivery and strategic understanding. A self-starter with drive, energy and enthusiasm, you'll have the presence, credibility and influencing skills to inspire confidence in staff, partner Higher Education Institutions and all those with whom you engage.

The closing date for applications is 12 noon on Tuesday 22 April 2014

Candidates wishing to apply should obtain a Candidate's Briefing Pack by emailing h.roy@canterburycollege.ac.uk



ENGLISH AND MATHS JOBS

FROM MARCH UNTIL THE END OF AUGUST. FE WEEK IS OFFERING FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO



TO ADVERTISE WITH US CALL
HANNAH SMITH ON

Hannah.smith@feweek.co.uk or 020 81234 778



LECTURER IN ENGLISH

1 x 37 hours per week
1 x 18.5 hours per week
£23,173 - £26,849 (£11,586.50 - £13,424.50 pro-rata for the part time post)

In these exciting and challenging roles you can influence and contribute towards the College's provision in the key area of English and Maths. In Rotherham these skills are in high demand and this role can have a significant impact on not just College students, but ultimately the wider community of Rotherham.

You will be working in a College which has been graded as Good with Outstanding features, and our goal is to continue improving and become an Outstanding College. Ofsted praised the College's staff development opportunities, and we will offer you excellent training and support in order to further develop and broaden your skills and expertise.

You will help us become an Outstanding College by delivering excellent teaching and learning, ensuring that retention and success rates are above the national average and contributing towards designing and developing new provision where appropriate.

Because of the subject area we'll expect you to have or willingness to work towards a Level 5 qualification in English and relevant experience of delivering GCSEs/Functional Skills in English but what we really want to see is that you have already achieved success in similar objectives elsewhere.

A desirable but not essential attribute would be to teach apprentices on functional skills IT.

More than anything, we want you to be enthusiastic and committed to developing the English and Maths area, deliver outstanding teaching and learning for our students, securing them the very best outcomes.

As part of our commitment to safeguarding children all new employees must undertake an enhanced DBS check prior to commencing employment.

Closing date: Sunday 6 April 2014

To find out more about this exciting career opportunity please visit www.rotherham.ac.uk/jobs



Outstanding Opportunities at Lincoln College

Providing education and employer training across two counties from our colleges in Lincoln, Newark and Gainsborough, we are a leading Further Education college in our region, renowned by Ofsted as an Outstanding college, and a genuine Investor in our People.

2 x Lecturer in English

Post No's: LC0105P & LC0106P

2 x Lecturer in Maths

Post No's: LC0103P & LC0104P

Salary: Lecturer scale, points 1-7 i.e. £22,857 - £32,598 pa
(Discretionary Increment £34,587 pa)

Above posts to commence on or before 21 August 2014

For job descriptions and to apply, please visit our job vacancies page at

www.lincolncollege.ac.uk

The closing date for these posts is Midnight on 22 April 2014
Unless otherwise stated all posts are based at Lincoln

Lincoln College is committed to safeguarding and promoting the welfare of children and Vulnerable Adults. Ethnic minority and disabled applicants who meet the person specification will be guaranteed an interview.



LECTURER/COURSE MANAGER IN MATHS

Salary: £24,098 - £33,229 per annum (L6-L14)
Status: Permanent, full and/or part time hours available

The exciting opportunity has arisen for a Lecturer in Maths to help establish an English and Maths department to support high quality teaching across the vocational areas of the college.

Reaseheath College is one of the UK's leading specialist land-based colleges. With 7000 students, we have an enviable setting amongst 330 hectares of farms, parklands, lake, woodland and sports facilities, including our own golf course. So you won't find a more inspiring place to teach. As one of the top 10% colleges in England for qualification success rates and progression into higher education or employment, you won't find a bigger commitment to student achievement either.

If you share that commitment, we need you to help lead the way in developing a centralised and specialised English and Maths department to raise the standards of these essential skills across the College. You could be teaching from Entry 3 to Level 2 Functional Skills and GCSE in English or Maths to students from across the curriculum. You will also help co-ordinate this major cross-college initiative and implement quality assurance processes to ensure that all learners receive an outstanding experience.

You will possess a minimum of a Degree level qualification in Maths and a recognized teaching qualification.

In return, you can look forward to a great range of benefits including final salary pension scheme, free parking and the use of college facilities including our gym and Learning Resource Centre. As an Investor in People organisation, we also provide ongoing training and development opportunities within this supportive and friendly environment.

With an ambitious £35 million capital investment programme in place, there's never been a better time to join Reaseheath College.

To apply please visit our website at www.recruitment.reaseheath.ac.uk

Closing Date: 14th April 2014 at 5pm



Lecturer in Mathematics
37 hours per week

Lecturer in English Language
& Creative Writing
18.5 hours per week

Lecturer in GCSE English
37 hours per week

English and Maths Functional Skills Lecturer
18.5 hours per week

Associate Lecturers for International Summer School
Variable hours

To apply, visit www.chichester.ac.uk/jobs
or call Human Resources on
01243 537687 for further details.

All posts are subject to a Disclosure and Barring check, including any relevant overseas checks.

We are an equal opportunities employer.



Lecturers in Maths and English
Salary: £21,953 - £33,205
Ref: 401314

Would you like to be part of the future of Bexley?

Bexley College is moving to a new purpose built site in the heart of Erith which is a growing and vibrant community. The new College will provide commercial, industrial and vocational experience for local young people and adults. Why not join us on this journey?

Bexley College has a number of full and part time vacancies. We are looking to appoint dynamic and forward thinking Lecturers to deliver and assess Functional Skills and GCSE maths and English qualifications. You will have considerable experience of managing and supporting a diverse range of students through English and maths programmes and a clear understanding of strategies for raising performance and using monitoring and evaluation processes to ensure student progress.

The successful candidates will hold a recognised teaching qualification, have a Level 5 qualification in English and / or Maths and have knowledge of current Functional Skills and GCSE developments within FE and training. You will have an enthusiastic and flexible approach to your work and be passionate about motivating and enthusing students to fulfill their potential.

For candidates delivering on the GCSE programmes we are looking for staff who have a strong track record of managing and supporting diverse groups of learners successfully through GCSE English/maths programmes and a demonstrable understanding of strategies for raising performance and using monitoring and evaluation processes to ensure student progress.

When applying, please state whether you would prefer a full or part time role and whether your specialism is maths or English. Please also state whether you would prefer to teach Functional Skills or GCSE, the job descriptions for both will be available.

Bexley College is committed to the safeguarding of vulnerable adults and all posts are subject to an enhanced DBS disclosure prior to starting employment. The College looks to positively promote equality of opportunity and diversity; applicants are welcome from all sections of the community.

If you feel you have the qualities we are asking for and are looking for a new and exciting challenge then please apply online at www.bexley.ac.uk. Alternatively, you can email us at hr@bexley.ac.uk or call our 24 hour recruitment line for an application pack on 01322 404240. Please note the College does not accept CV's only.

Closing date: Wednesday 9th April 2014



Sunderland College

Lecturer 1 (English and Maths)

Post Ref: 5652
37 hours per week, Permanent. £22,350 - £25,137 per annum (dependent on qualifications)

An opportunity has arisen for a Lecturer 1 within the English and Maths Department. The successful candidate must have experience of delivering Functional Skills Maths and English from Entry to Level 2 across a broad range of Apprenticeship Frameworks.

The English and Maths Department offers a diverse curriculum and you will be expected to deliver Maths and English in a variety of settings eg on employer premises and from satellite centres.

You should hold an appropriate Degree and possess a teaching and assessor qualification. It is essential that you can travel throughout the area. You may also need to travel outside the college's usual catchment area from time to time.

Applicants must have excellent communication skills and be IT literate.

Applicants should be able to demonstrate, in their personal statement, practical examples of how they fulfil the person specification.

Due to the nature of this post you will be required to undertake an Enhanced Disclosure Check.

To find out more about this great opportunity visit www.sunderlandcollege.ac.uk/vacancies. Alternatively email vacancies@sunderlandcollege.ac.uk or call 0191 511 6046 to request an application pack.

All applications must be received by 5pm Thursday 3rd April 2014.

We are working towards equal opportunities and welcome applications from all sections of the community. We are committed to safeguarding the welfare of children and vulnerable adults.



LECTURER(S) AT LEVEL 1 MATHS - SCIENCE FACULTY

Required: September 2014
Full Time/Permanent (Part-time will also be considered)
Academic Grades 4 - 8: £22,090.00 - £27,098.00
Salary dependent on qualifications and experience

An opportunity has arisen for highly motivated mathematics lecturer(s) to work in a friendly and supportive team in a thriving and forward-looking department.

The ability to teach across a wide range (from Level 1 Functional Skills to A level Mathematics) is essential. Further Mathematics teaching may be available for a suitable candidate. Candidates should also expect to act as a Personal Tutor.

A Lecturer Level 1 post-holder will lead, or assist with, developments in one of the courses offered by the department.

PLEASE NOTE - WE DO NOT ACCEPT CV'S AS A METHOD OF APPLICATION. Full details including a job description and application form can be obtained via the College website at www.cirencester.ac.uk or on www.FEjobs.com. Benefits include: generous holiday and sick pay scheme, a defined benefit pension scheme (including life assurance), free on-site car parking, various local business staff discounts, on-site gym, Nursery and Refectory, Cycle to Work and Child Care voucher schemes.

We regret that due to the large number of applications we receive we are only able to contact those that are short-listed for interview.

This College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Cirencester College is working towards equality. We encourage applications from minority groups.

Closing date for applications: 9:00 Friday 25 April 2014
Interview date: Thursday 8 May 2014

TRIBAL

working as one

You probably know what your college is spending on teaching delivery pay, but what **should** it be spending based on your college size?

★ The 'live' chart below shows actual teaching spend per college based on Tribal's extensive databank. All benchmarks can be shown as size-adjusted.

To compare this and hundreds of other benchmarks, get your free access to the Benchmark+ demo. Email "comparison" to benchmarking@tribalgroupp.com or call Nick Pidgeon on 0115 934 7378

Benchmark+ from Tribal identifies savings on average of 3% of college turnover using objective, accurate and comprehensive analysis of college datasets.

Benchmark Average: £9.948M

+

IS THIS YOU?*



FE Week Sudoku challenge

	6				9	4		
			7			2		5
5	8			6				
1				5				4
		9	2		8	1		
	7			9				8
				4			2	7
3		6			1			
		5	8					9

Difficulty: **EASY**
How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9
Solutions: Next week

	5			3			9	
		2		8		5		
3		9				6		2
	2						1	
7			4		3			9
	3						7	
6		3				9		8
		4		9		2		
	9			5			3	

Difficulty: **MEDIUM**

Last Week's solutions

4	1	7	9	2	8	5	3	6
2	5	3	6	7	4	1	8	9
6	8	9	5	1	3	2	7	4
5	4	2	8	9	6	7	1	3
7	3	6	4	5	1	8	9	2
1	9	8	7	3	2	4	6	5
9	2	1	3	4	7	6	5	8
8	7	5	2	6	9	3	4	1
3	6	4	1	8	5	9	2	7

Difficulty: **EASY**

5	1	4	7	8	9	3	2	6
6	2	3	5	1	4	8	7	9
9	7	8	6	3	2	1	5	4
4	3	9	1	6	5	2	8	7
1	6	7	3	2	8	9	4	5
2	8	5	9	4	7	6	1	3
7	4	6	2	9	1	5	3	8
3	5	1	8	7	6	4	9	2
8	9	2	4	5	3	7	6	1

Difficulty: **MEDIUM**

Spot the difference to WIN an FE Week mug!



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.
Last week's spot the difference winner was Francine Warren, improvement practitioner at LeSoCo, South London.